

Agenda

General Education Committee

Arkansas Tech University

October 28, 2010

1:00 pm, McEver 1

Call to Order

Approval of Minutes

Old Business

New Business

Report on Goal Four (Fine Arts and Humanities)

General Education Request from Curriculum Committee (see attachment)

Decisions about Analysis of Gen Ed Reports

Adjournment

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Thursday, October 28, 2010 at 1:00 pm in the McEver Conference Room. The following were present:

Dr. Jackie Bowman	Ms. Karen Riddell
Dr. Ruth Enoch	Dr. Kim Troboy
Dr. Annette Holeyfield	Dr. Jason Warnick
Dr. Robin Lasey	

Absent:

Ms. Kelsey Brown	Dr. Johnette Moody
Dr. Peter Dykema	Ms. Annette Stuckey
Ms. Pat McCreary	

Call to Order: Dr. Bowman called the meeting to order and asked for action on the minutes of the September 10, 2010 meeting. There being no amendments or corrections, motion by Dr. Holeyfield, seconded by Dr. Enoch, to approve the minutes as distributed. Motion carried.

Old Business Dr. Bowman informed the committee that Dr. Tarver would be meeting with the Department Heads next week to discuss changing the Arts and Humanities Goal 4. The committee will concur with their decision on that.

Curriculum Request The committee discussed the Request for Course Change to return HIST 2003 and HIST 2013 as options to the General Education Requirement for Social Sciences. Dr. Enoch made the motion to approve this request. Dr. Holeyfield seconded the motion. Motion carried.

Data Analysis The committee discussed how the data that has already been gathered would be analyzed. Dr. Bowman informed the committee that she and Dr. Lasey had spoken with Dr. Roberts for ideas. The committee discussed options for analysis of the data such as cluster analysis, which has the capability of using several criteria. Also discussed were criteria to be used in the analysis such as college GPA, majors, ACT scores (with relevant subscores) high school GPA, gender and college level. Dr. Bowman told the committee that she would speak with Wyatt Watson and Dr. Tarver about the possibility of using cluster analysis.

Data for 2008 and 2009 have been entered in to the system, but no reports have been run as yet. The Critical Thinking and the Wellness goals are being entered now. The reports will need to be run by the Institutional Research office.

DIT

Dr. Lasey informed the committee that she would ask Dr. Roberts about Assessment money for the DIT exams at the next Assessment meeting.

Adjournment

The meeting adjourned at 1:50 pm.

OCT 20 2010

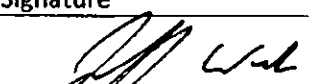
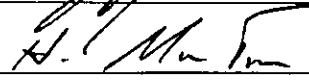
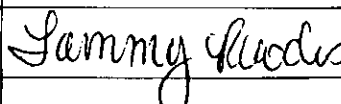
**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: History and Political Science

DATE SUBMITTED: 9/21/10

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head		10/18/10
Dean		10/18/10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/20/10
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 2003/2013
Cross-listed with Subject:	Course Number:
Official Title United States History I/United States History II	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input checked="" type="checkbox"/> Other _Return HIST 2003 and HIST 2013 to the General Education Requirement for Social Sciences (3 hour American requirement). Catalog change would read as follows under Social Sciences 12 hrs: Three hours from one of the following: HIST 1903 Survey of American History POLS 2003 American Government HIST 2003 United States History I (to 1865) HIST 2013 United States History II (1865 to present)	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I	

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New Course Number :
New Course Title (Limited to 30 characters including spaces):
New Course Description:
<p>New Cross-list:</p> <p><input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing</p> <p>If adding or changing cross-listing, indicate course subject and number _____</p>
New Prerequisite/Co-requisite:
<p><input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor</p> <p>If major or minor course, you must complete the Request for Program Change form.</p>
<p>Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.</p> <p>Last year students were given a choice of only POLS 2003 and HIST 1903 in fulfilling the three hour "American" requirement for Social Studies in the General Education Curriculum. HIST 2003 and HIST 2013 were dropped from the list of courses students could take to fulfill this portion of the Social Studies Requirement. It quickly became apparent that this posed a significant problem for transfer students and those who earned credit for CLEP and AP courses. HIST 1903 is designed for non-History and Political Science majors who need only a single US history course to graduate. It is a brief survey combination of the HIST 2003 and HIST 2013 courses. HIST 1903 or its equivalent is not offered at most universities, while HIST 2003 and HIST 2013 are standard nearly everywhere. (See for example, University of Arkansas, Arkansas State, University of Central Arkansas, Murray State.) Transfer, CLEP, and AP students who are not History or Political Science majors will have taken HIST 2003 and HIST 2013 at other institutions with the understanding that it fulfills their "American" gen ed requirement. To better correspond with the state and national norms, HIST 2003 and HIST 1903 need to be returned to the list of courses fulfilling the three hour "American" requirement for Social Studies in the General Education Curriculum.</p>
How will the effect of the change be monitored in ongoing program assessment?
If this course will affect other departments a Departmental Support Form for each affected department must be attached.

Agenda
General Education Committee
Arkansas Tech University
Sept. 10, 2010
3:00 pm, McEver 1

Call to Order

Approval of Minutes

Election of Chair-elect

Old Business

Review of Goals

Report on Current State of Assessment Data

Use of DIT

New Business

Setting Meeting Times

Brainstorming Session on Goal 4

Adjournment

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Friday, September 10, 2010 at 3:00 pm in McEver 1. The following were present:

Dr. Jackie Bowman	Dr. Kathy Pearson
Dr. Peter Dykema	Ms. Karen Riddell
Dr. Ruth Enoch	Ms. Annette Stuckey
Dr. Annette Holeyfield	Dr. Kim Troboy

Absent:

Ms. Kelsey Brown	Ms. Pat McCreary
Dr. Robin Lasey	Dr. Johnette Moody

Call to Order: Dr. Bowman called the meeting to order and asked for action on the minutes of the May 4th, 2010 meeting. There being no amendments or corrections, motion by Dr. Dykema, seconded by Dr. Troboy, to approve the minutes as distributed. Motion carried.

Election of
Officers

Dr. Bowman asked for nominations for the position of Chair-Elect. Dr. Holeyfield nominated Dr. Ruth Enoch, seconded by Dr. Bowman. There being no other nominations, motion carried.

Dr. Bowman then asked for nominations for the position of Secretary. There being no nominations, Dr. Dykema volunteered to serve as Secretary.

Review of Goals

Dr. Bowman reported to the committee that progress has been made on all the goals and they are in good shape except for Goal IV, Develop Knowledge of the Arts and Humanities, which still needs work. She would like to devote time at the next meeting to brainstorming about this goal. Dr. Bowman also told the committee that if the data they have collected so far has made them aware of changes that are needed, there is still time to make those changes.

Assessment Data
Report

Dr. Bowman told the committee that the Assessment data is being entered and is ready for assessment.

DIT

Dr. Bowman informed the committee that the DIT tests will be used to help collect data, but that we do not have the test as yet.

Once we receive the tests, the committee will determine how to select the group that will be tested.

Meeting Times

The committee decided to meet once a month and to rotate the times for the meetings to accommodate as many members' schedules as possible. The times that the most people could attend are Fridays at 9:00 am, 12:00 pm and 3:00 pm. Since the meeting this month was at 3:00 pm, Dr. Bowman told the committee that she would like to hold the next meeting at 9:00 am. This will allow Dr. Lasey, last year's chair, to attend and go over some things with the committee.

Brainstorming

The committee brainstormed on Goal IV and came up with three questions that need to be asked before going any further. Those questions were:

1. Can the committee change criteria?
2. Are the tasks used to measure sub-goal achievements left up to the individual instructor or are they standardized?
3. Is the committee supposed to be mapping all general education courses?

Adjournment

The meeting adjourned at 4:05 pm.

Goal IV

Develop Knowledge of the Arts and Humanities

Criteria

Students at Arkansas Tech who complete the Arts and Humanities general education requirement will:

1. Identify and analyze diverse cultural and historical factors in the creation of and response to works of art, music, theatre, film, or literature.
2. Evaluate the global significance of works of art, music, theatre, film, or literature to the human experience.
3. Identify ideas and arguments from literature or philosophy and relate them to the global context in which they were created.
4. Understand basic terms used to identify and describe diverse works of art, music, theatre, film, literature, or philosophy.
5. Identify and analyze relationships among schools of art, music, theatre, film, literature, or philosophy.

Administration

Dr. Jenkins attempted to collection information for this goal from Departments throughout the School of Liberal and Fine Arts by having faculty in those Departments develop their own measures to be inserted into their respective final exams. Below are a few of the measures and results they produced in the fall semester of 2007.

Questions from MUS 2003

1. Because of changes in attitudes toward composers and individual styles the music of the Twentieth Century period is:
 - a. Related closely in style and expression to the music of the Classical Period.
 - b. Related closely in style and expression to the music of the Romantic Period Period.
 - c. A further development of the individualistic styles of the Romantic composers. (correct)
2. Which example of music from the Twentieth Century period has found its way into popular culture and has been restated in rock and jazz genres as well as in commercials and movies?

Academic Affairs wishes that the following be put into place soon:

- Every Gen Ed course be mapped/linked to (at least?) one Gen Ed goal
- “Sub-goals” be articulated for each Gen Ed goal
- Up to 5 of these sub-goals would then be measured for each Gen Ed course (presumably the measured sub-goals would match up to a specific Gen Ed goal; in other words, instructors couldn’t pick and choose sub-goals from the broader list: no cafeteria grazing!)
- The tasks used to measure sub-goal achievement will be left to the individual instructor !!!!!!!
- The individual instructor (or her/his trusted aide) then enters the data into the system. The data is all pass/fail.

POTENTIAL PROBLEM

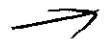
The sub-goals will need to be sufficiently vague so as to be applicable to ALL the courses linked/mapped to the various Gen Ed goals.

Example: For now, only WS 1002 is used to measure Gen Ed goal “understand wellness concepts”. And one of the sub-goals is “epidemiology.” That may work for WS 1002 but it probably won’t work for a bowling course.

QUESTION TEXT	ARTS HUMANITIES	COMM EFF	THINK CRIT	ETHICAL	SCI REASON	QUANTITATIVE REASON	WELLNESS
Decision Making		Y			Y		
Scientific Method			Y		Y		
Identify an Underlying Argument		Y			Y		Y
Epidemiology			Y		Y	Y	
Using Formulas		Y					
Make Reasonable Inferences from an Argument		Y					Y
Understand the Current Wellness/Fitness State	Y				Y	Y	
Graphical Interpretation			Y		Y		
Drawing Conclusions		Y			Y		
Assess the Quality of Evidence			Y		Y		Y
Design a Personal Fitness Program					Y		
Power of Scientific Process					Y		
Identify the Thesis and Conclusions in an Argument		Y					
Improve Personal Wellness Status			Y				Y
Creating Mathematical Models		Y				Y	
Understand Benefits of a Healthy Lifestyle					Y		Y
Not Applicable							

Threshold (60%)

lower division
hours at RTU
37



basically
Gen Ed
adv. transfer

SUBJ CODE	CRSE NUMB	Q1 TEXT	Q2 TEXT	Q3 TEXT	Q4 TEXT	Q5 TEXT
BIOL	1014	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
BIOL	1114	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
CHEM	1114	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
CHEM	2124	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
GEOL	1004	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
GEOL	1014	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
HIST	2003	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
HIST	2013	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
MATH	1003	Decision Making	Using Formulas	Graphical Interpretation	Graphical Interpretation	Creating Mathematical Models
MATH	1113	Decision Making	Using Formulas	Graphical Interpretation	Graphical Interpretation	Creating Mathematical Models
PHSC	1013	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
PHSC	1053	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
POLS	2003	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
WS	1002	Epidemiology	Understand the Current Wellness/Fitness State	Design a Personal Fitness Program	Improve Personal Wellness Status	Understand Benefits of a Healthy Lifestyle

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Friday, April 23, 2010 at 2:00 pm in McEver 1.
The following were present:

Dr. Jackie Bowman
Dr. Robin Lasey
Ms. Karen Riddell
Dr. Kim Troboy

Absent:

Dr. Alejandra Carballo	Dr. Pat McCreary
Dr. Peter Dykema	Mr. Ray Moll
Dr. Ruth Enoch	Mr. Dustin Parsons
Dr. Annette Holeyfield	Ms. Annette Stuckey

Call to Order: Dr. Lasey called the meeting to order and asked for action on the minutes of the April 1, 2010 meeting. There being no amendments or corrections, motion by Dr. Troboy, seconded by Dr. Bowman, to approve the minutes as distributed. Motion carried.

Rubrics Dr. Lasey asked the committee to review the rubrics that Mr. Wyatt Watson had distributed at the last meeting to determine if the questions asked were acceptable to gather the information needed for the General Education Assessment Report that would be run through ARGOS. The committee discussed these rubrics and will get their suggestions to Mr. Watson for revision.

DIT Dr. Lasey distributed a handout on the Defining Issues Test (DIT) for the committee to look over and decide if this could be used for General Education Assessment. This test would give an idea of ethical awareness of students. Dr. Lasey told the committee that the tests would cost \$326 for 200 tests. The committee wondered about an appropriate sample number for this test. Dr. Troboy volunteered to get with Dr. David Roach to get his opinion on this as a statistician. Dr. Lasey will get with Dr. Carey Roberts regarding funding for the tests.

Next Meeting Dr. Lasey announced the next meeting is scheduled for Tuesday, May 4th at 2:00 pm.

Adjournment The meeting adjourned at 2:50 pm.

(4) DIT scores are sensitive to moral education interventions--one review of over 50 intervention studies reports an Effect Size for dilemma discussion interventions to be .40 ("moderate" gains) while the Effect Size for comparison groups was only .09 ("small" gains).

(5) DIT scores are significantly linked to many "prosocial" behaviors and to desired professional decision making--one review reports that 37 out of 47 measures were statistically significant (see also Rest & Narvaez, 1994, for recent discussions of professional decision-making).

(6) DIT scores are significantly linked to political attitudes and political choices--in a review of several dozen correlates with political attitude, DIT scores typically correlate in the range, $r = .40$ to $.65$. When combined in multiple regression with measures of cultural ideology, the combination predicts up to 2/3s of the variance of controversial public policy issues (such as abortion, religion in the public school, women's roles, rights of the accused, rights of homosexuals, free speech issues). Such issues are among the most hotly debated issues of our time, and DIT scores are a major predictor to views on these issues.

(7) Reliability--Cronbach alpha is in the upper .70s / low .80s. Test-retest is about the same.

Further, DIT scores show **discriminant validity** from verbal ability/general intelligence and from Conservative/Liberal Political attitudes--that is, the information in a DIT score predicts to the seven validity criteria above and beyond that accounted for by verbal ability/general intelligence or political attitude (Thoma, Narvaez, Rest & Derryberry, this issue). Moreover, the DIT is **equally valid for males and females** (Rest, Narvaez, Bebeau & Thoma, 1999).

DIT Dilemmas. The complete **DIT-1** consists of **six** dilemmas. The six dilemmas of DIT-1 are as follows: (a) Should Heinz steal a drug from an inventor in town to save his wife who is dying and needs the drug? (b) Should a man who escaped from prison but has since been leading an exemplary life be reported to authorities? (c) Should a student newspaper be stopped by a Principal of a high school when the newspaper stirs controversy in the community? (d) Should a doctor give an overdose of pain-killer to a suffering patient? (e) Should a minority member be hired for a job when the community is biased? (f) Should students take over an administration building in protest of the Vietnam war? The short form of DIT-1 is simply the first three stories.

The complete **DIT-2** consists of **five** dilemmas (each followed by 12 issue-statements); The five dilemmas of DIT-2 are: (a) a father contemplates stealing food for his starving family from the warehouse of a rich man hoarding food; (b) a newspaper reporter must decide whether to report a damaging story about a political candidate; (c) a school board chair must decide whether to hold a contentious and dangerous open meeting; (d) a doctor must decide whether to give an overdose of pain-killer to a suffering but frail patient; (e) college

students demonstrate against U.S. foreign policy.

The Center's Scoring Service supplies Instruction Booklets, Answer Sheets, and Guides for DIT-2 or DIT-1. Answer sheets are then sent back to us for scoring. In turn, we supply a paper copy REPORT, and a floppy disk with subject scores. DIT-2, DIT-1 Complete Form, and DIT-1 Short Form are all the same price.

Free Rescoring Old Data by the Center

If you wish to have N2 scores for "old" data (i.e. data already scored by the Center analyzed with the P score and the other usual scores), the Center will rescore your data for N2 free of charge if you used the Scoring Service previously.

Return the diskette(s) along with a self-addressed label or envelope (at least 9 by 12"), and we will re-run your previous data, providing a hard copy on paper and the new files on the diskette. Send in as many diskettes as you want analyzed and the new files will be put on each diskette.

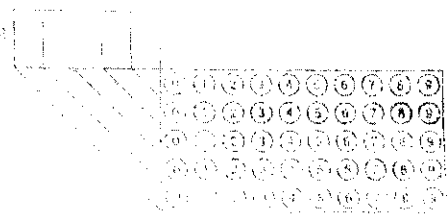
We can provide this scoring service free only if raw data is provided in the format that our computers recognize. It would be helpful to us if you also describe the sample that the data is from (in terms of age/education, sex, region of country, and approximate date of data collection). We would be very interested in hearing about your experience with the new index: whether or not it produced better trends than the previous index.

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ETHICS IN BUSINESS
UNIVERSITY OF MICHIGAN
CORPORATE SOCIAL RESPONSIBILITY
& ETHICS DEPARTMENT

ETHICS FROM NUMBER



- 1. a. The company's primary responsibility is to its shareholders. It should not be concerned with anything other than maximizing shareholder value.
- 2. b. The company's primary responsibility is to its employees. It should not be concerned with anything other than maximizing employee value.
- 3. c. The company's primary responsibility is to its customers. It should not be concerned with anything other than maximizing customer value.
- 4. d. The company's primary responsibility is to its community. It should not be concerned with anything other than maximizing community value.
- 5. e. The company's primary responsibility is to its stakeholders. It should not be concerned with anything other than maximizing stakeholder value.
- 6. f. The company's primary responsibility is to its society. It should not be concerned with anything other than maximizing societal value.
- 7. g. The company's primary responsibility is to its environment. It should not be concerned with anything other than maximizing environmental value.
- 8. h. The company's primary responsibility is to its industry. It should not be concerned with anything other than maximizing industry value.
- 9. i. The company's primary responsibility is to its nation. It should not be concerned with anything other than maximizing national value.
- 10. j. The company's primary responsibility is to its world. It should not be concerned with anything other than maximizing global value.

11. a. The company's primary responsibility is to its shareholders. It should not be concerned with anything other than maximizing shareholder value.

12. b. The company's primary responsibility is to its employees. It should not be concerned with anything other than maximizing employee value.

13. c. The company's primary responsibility is to its customers. It should not be concerned with anything other than maximizing customer value.

14. d. The company's primary responsibility is to its community. It should not be concerned with anything other than maximizing community value.

QUESTION TEXT	ARTS_HUMANITIES	COMM_EFF	THINK_CRIT	ETHICAL	SCI_REASON	QUANTITATIVE_REASON	WELLNESS
Decision Making			Y		Y		
Scientific Method			Y		Y		
Identify an Underlying Argument		Y	Y				
Epidemiology					Y		Y
Using Formulas			Y		Y	Y	
Make Reasonable Inferences from an Argument		Y	Y				
Understand the Current Wellness/Fitness State	Y						Y
Graphical Interpretation			Y		Y	Y	
Drawing Conclusions		Y	Y				
Assess the Quality of Evidence			Y	Y	Y		
Design a Personal Fitness Program					Y		Y
Power of Scientific Process					Y		
Identify the Thesis and Conclusions in an Argument		Y	Y				
Improve Personal Wellness Status			Y				Y
Creating Mathematical Models		Y	Y			Y	
Understand Benefits of a Healthy Lifestyle				Y			Y
Not Applicable							

37 lower division
hours at ATU

threshold
(60%) ?

SUBJ_CODE	CRSE_NUMB	Q1_TEXT	Q2_TEXT	Q3_TEXT	Q4_TEXT	Q5_TEXT
BIOL	1014	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
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GEOL	1004	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
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POLS	2003	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
WS	1002	Epidemiology	Understand the Current Wellness/Fitness State	Design a Personal Fitness Program	Improve Personal Wellness Status	Understand Benefits of a Healthy Lifestyle

Price Sheet for DITs

Domestic: Mailed to address in USA

Number of DITs	Price	Price each additional DIT
15 (minimum)	\$31.00	plus \$1.95 for each additional DIT
20	40.75	up to 24 DITs
25	50.00	plus \$1.85 for each additional DIT
30	59.29	up to 49 DITs
35	68.50	
40	77.75	
50	96.00	plus \$1.75 for each additional DIT
55	104.75	up to 74 DITs
60	113.50	
70	131.00	
75	140.00	plus \$1.65 for each additional DIT
80	148.25	up to 99 DITs
90	164.75	
100	181.00	plus \$1.45 for each additional DIT
110	195.50	up to 199 DITs
120	210.00	
125	217.25	
140	239.00	
150	253.50	
160	268.00	
175	289.75	
200	326.00	plus \$1.30 for each additional DIT
220	352.00	up to 399 DITs
250	391.00	
275	423.50	
300	456.00	
325	488.50	
350	521.00	
375	553.50	
400	586.00	plus \$1.15 for each additional DIT
425	614.75	up to 599 DITs
450	643.50	
475	672.25	
500	701.00	
550	758.50	

600	816.00 plus \$1.00 for each additional DIT
650	866.00 up to 999 DITs
700	916.00
750	966.00
800	1016.00
850	1066.00
900	1116.00
1000	1216.00 plus \$.90 for each additional DIT
1500	1666.00 up to 1999 DITs
2000	2116.00 plus \$.80 for each additional DIT
2500	2516.00 up to 2999 DITs
3000	2916.00 plus \$.75 for each additional DIT
4000	3666.00 up to 4999 DITs
5000	4416.53 plus \$.70 for each additional DIT

For example, if you wish to order 105 DITs, this would come to \$181 for the first 100, plus \$1.45 for each of the additional 5 (= \$7.25) for a total of \$188.25.

Mailing Surcharge to Foreign Countries

If materials are to be sent outside the USA, there will be an additional mailing surcharge.

FIRST, determine which group of countries the destination is in:

Group 1: Mexico, Canada, Colombia, Venezuela, Central America, Caribbean Islands (except Puerto Rico), Bahamas, Bermuda, St. Pierre and Miquelon.

Group 2: South America (except Colombia and Venezuela), Europe (except former countries of USSR), and North Africa.

Group 3: Former countries of USSR, Asia, Australia, New Zealand, Pacific Ocean Islands, Africa (other than north Africa), Indian Ocean Islands, the Middle East.

SECOND, consult the chart below to determine the additional costs for mailing the materials:

	Additional charge to Group 1	Additional charge to Group 2	Additional charge to Group 3
Manual, GUIDE, or photocopied book	\$4.02 each	\$6.14 each	\$8.28 each
"Morality" chapter	2.91 each	4.22	5.55

Printed DITs test form & Scoring Service add \$.12 each DIT add \$.23 each DIT add \$.31 each DIT from 15-250; add \$.27 each DIT is over 250 copies

Federal Express rush mailing is in excess of these rates.

For example, if you are from Canada and wish to order 105 DITs, the basic cost for DITs is \$188.25. Since Canada is a "Group 1" country, the mailing surcharge will be $105 \times .12 = \$12.60$. So the total cost for DITs is \$200.85.

Goal I

Apply Scientific and Quantitative Reasoning

Scientific Reasoning

Criteria

Students at Arkansas Tech who complete the science general education requirement will:

1. Identify hypotheses, classify relevant variables, and evaluate experimental design.
2. Formulate reasonable explanations of natural phenomena based on observations of both quantitative and qualitative data.
3. Recognize the power of the scientific process through its ability to provide ways to experimentally verify and predict natural phenomena.

Administration

Currently we are assessing scientific reasoning with a scenario and six questions. Robin Lasey and other faculty in the School of Physical and Life Sciences developed the following assessment measure, which was administered in BIOL 1014, BIOL 1114, CHEM 1114, CHEM 2124, GEOL 1004, GEOL 1014, PHSC 1013, PHSC 1053 (all sections in all courses)

Assessment Tool

(Number in parentheses indicates to which sub-objective the question relates)

The sea butterfly *Clione antarctica* is a brightly colored shell-less snail with winglike extensions used in swimming, and the amphipod *Hyperietta dilatata* resembles a small shrimp. James McClintock, Professor of Biology at the University of Alabama at Birmingham, and Bill Baker, Professor of Chemistry at the Florida Institute of Technology lead an Antarctic research team. Their team observed a large percentage

of amphipods carrying sea butterflies on their backs, with the sea butterflies held tightly by the hind legs of the amphipods. Any amphipod that lost its sea butterfly would quickly seek another – the amphipods were actively abducting the sea butterflies! McClintock and Baker noticed that amphipods carrying sea butterflies were slowed considerably, making the amphipods more vulnerable to predators and less adept at capturing prey. Given their experience with the chemical defense systems of various sea organisms, the research team predicted that amphipods carry sea butterflies because the sea butterflies produce a chemical that deters a predator of the amphipod. The research team initially tested their hypothesis by capturing several predator fish species and observing the fish's behavior in the presence of the sea butterflies only, the amphipods only, and the amphipods with sea butterflies on their backs. They found that the fish would only eat the amphipod when it was by itself. In a second experiment, the researchers made one set of food pellets containing both fish meal and sea butterfly extract. They also made a physically identical set containing only fish meal. The predator fish readily ate the food pellets which contained only fish meal but would not eat the food pellets which contained the sea butterfly extract.

1. What is the hypothesis for this study? (1)

- Critical Thinking
Scientific Reasoning
Method*
- A. Amphipods carry sea butterflies on their backs despite being slowed considerably.
 - B. Amphipods that carry sea butterflies are more vulnerable to predators and less adept at capturing prey.
 - C. Amphipods carry sea butterflies because the sea butterflies produce a chemical that deters a predator of the amphipod.
 - D. The fish would only eat the amphipod when it was by itself.
 - E. The predator fish readily ate the food pellets which contained only fish meal but would not eat the food pellets which contained the sea butterfly extract.

2. Which variable in the final experiment is controlled (independent variable) and which variable is measured (dependent variable)? (1)

Independent variable

Dependent variable

- CT
3 R*
- | | |
|--|---------------------------------------|
| A. shape of the food pellets | whether the fish eats the food pellet |
| B. whether the fish eats the food pellet | contents of the food pellet |
| C. contents of the food pellet | shape of the food pellet |
| D. whether the fish eats the food pellet | shape of the food pellet |
| E. contents of the food pellet | whether the fish eats the food pellet |

3. What is a reasonable conclusion based on this study? (2)

- CT*
- A. The amphipods carry sea butterflies because the sea butterflies contain a chemical that deters a predator of the amphipod.
 - B. The amphipods carry sea butterflies because the combined size of the amphipod and sea butterfly is too large to fit in a predator's mouth.
 - C. The amphipods carry sea butterflies to protect the sea butterflies from predators.
 - D. The amphipods carry sea butterflies because the sea butterflies spray poison in the water to make a protective net around the amphipod.
 - E. A conclusion about why amphipods carry sea butterflies cannot be made from the available data.

4. If the researchers found another organism that carried sea butterflies, which of the following would be a plausible hypothesis?(3)
- SR
CT
- All organisms like to carry sea butterflies.
 - All predators will avoid eating organisms with sea butterflies attached.
 - The amphipod's predator will avoid eating the new organism with the sea butterfly attached.
 - The sea butterfly's predator will avoid eating the new organism with the sea butterfly attached.
 - The amphipod's predator will eat the new organism with the sea butterfly attached.
5. Why was the second experiment necessary in the amphipod-sea butterfly study? (1)
- SR
- It was not necessary, the hypothesis was confirmed by the initial experiment.
 - The researchers needed to determine if the deterrent was most likely chemical or physical.
 - The researchers needed to observe more predators avoiding sea butterflies.
 - The first experiment did not yield the expected results.
 - The amphipods were all eaten in the initial experiment.
6. Further processing of the sea-butterfly extract yielded five major chemical compounds. Design an experiment to determine which one of these five compounds was responsible for deterring the predator fish.

Results

Spring 2008 results – the number given is the fraction of students who answered correctly.

Question	1	2	3	4	5	6	# of students
Biology	0.84	0.53	0.82	0.44	0.73	0.79	419
Chemistry	0.91	0.69	0.91	0.51	0.88	0.9	205
Geology	0.93	0.59	0.86	0.66	0.79	0.9	29
Physical Science	0.95	0.77	0.88	0.59	0.91	1.09	78
Overall	0.88	0.6	0.85	0.49	0.79	0.85	731

Fall 2008 – the assessment has been given but have not been scored.

Quantitative Reasoning

Criteria

Students at Arkansas Tech who complete the mathematics general education requirement will:

- Perform a quantitative analysis of a situation and make a decision based upon the outcome.

2. Understand information presented in graphical format.
3. Create a mathematical model of a real world situation.
4. Use mathematical formulae or processes in real world situations.

Administration

Quantitative reasoning is assessed with four or five questions imbedded in their final exam. Ruth Enoch and other Mathematics Department faculty developed the following assessment measure, which was administered in MATH 1013 and all sections of MATH 1113.

Example Questions for College Algebra

- TA*
1. You have \$1000 that you want to invest for 10 years. There are two accounts which you want to compare. One of them has a 3% interest rate, compounded continuously. The other has a 3.012% interest rate, compounded monthly. Which account offers the better return?
 2. The following graph represents the total cost function for a company that manufactures wooden desks. Two points on the graph are (0, 5000) and (10, 7500). The independent variable is x , which is the number of desks made. The dependent variable is y , which is the total cost in dollars to make x desks.

SR

 - a. What is the numerical value of the y -intercept? Explain its meaning in practical terms.
 - b. What is the numerical value of the slope? Explain its meaning in practical terms.
 3. Ernie runs a lemonade stand in August. His profits are ten cents per cup of lemonade sold less his setup costs of \$45. Write an equation for his total profit function if he sells x cups of lemonade.

Modeling
 4. The temperatures in Lima, Peru, vary between 17 degrees Celsius and 40 degrees Celsius. Given that the formula to convert degrees Celsius to degrees Fahrenheit is $F = \frac{9}{5}C + 32$, determine the temperature range in degrees Fahrenheit.

Example Questions for College Mathematics

1. Determine the winner of an election using a particular voting method, for example the Condorcet method. (Test 3, number 25)
2. Interpret information presented in a histogram. (Test 1, number 5)
3. Create a stem plot. (Test 1, number 3)
4. Use Knaster inheritance procedure to fairly divide an inheritance. (Test 4, number 17)

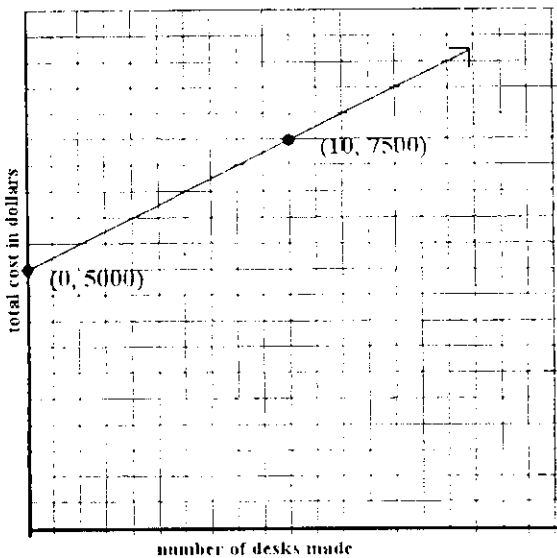
Example Questions from Spring 2008 College Algebra Courses

Q.A.P

38. You have \$10,000 that you want to invest for 10 years. There are two accounts which you want to compare. One of them has an 11.77% interest rate, compounded continuously. The other has an 11.84% interest rate, compounded monthly. Which account offers the better return? **(Quantitative Analysis Used to Make Decision)**

Q.R

39. The temperatures in Lima, Peru, vary between 17 degrees Celsius and 40 degrees Celsius. Given that the formula to convert degrees Celsius to degrees Fahrenheit is $F = \frac{9}{5}C + 32$, determine the temperature range in degrees Fahrenheit. **(Use Mathematical Formula in Real World Situation)**
The following graph represents the total cost function for a company that manufactures wooden desks. Use it for the next two questions.



Q.R

40. What is the numerical value of the vertical intercept? Explain its meaning in practical terms. **(Interpret Information Given in Graphical Format)**

Q

41. What is the numerical value of the slope? Explain its meaning in practical terms. **(Interpret Information Given in Graphical Format)**

Q.R

42. Ernie runs a lemonade stand in August. His profits are ten cents per cup of lemonade sold less his setup costs of \$5. Write an equation for his total profit function in dollars if he sells x cups of lemonade. **(Create a Mathematical Model of a Real World Situation)**

Results

Spring 2008 – the number given is the fraction of students who answered correctly.

Question	38 (1)	39 (2)	40 (3)	41 (4)	42 (I)	# of students
MATH 1113	0.63	0.91	0.67	0.65	0.80	225
	1	2	3	4		# of students

Question 4.	96%	97%	95%
Question 5.	53%	41%	22%

Questions

Another form of questioning was trialed in one section of US History I in the summer of 2008. Since the questions were placed on the final exam, they focused on a speech delivered on the eve of the American Civil War.

Each question pertained to specific learning criteria for critical thinking:

Question 1: Identify an underlying argument

Question 2: Make reasonable inferences from an argument

Question 3: Assess the Quality of Evidence

Question 4: Identify the thesis and conclusions in an argument

The Results were as follows:

T Number	Q1	Q2	Q3	Q4	Total
T00097514	0	0	0	0	0
T00028245	1	1	0	1	3
T00098432	0	1	0	0	1
T00033314	1	1	1	1	4
T00123058	1	1	0	1	3
T00099082	1	1	1	0	3
T00074582	0	0	0	0	0
T00002003	1	1	0	1	3
T00062224	1	1	0	0	2
	0	0	0	1	1
T00054201	1	1	0	0	2
T00066533	1	1	0	1	3
T00067015	1	1	1	1	4
T00003676	1	1	1	1	4
T00005326	1	1	0	1	3
T00067154	1	1	0	0	2
T00053901	1	1	0	1	3
T00074778	1	1	1	1	4
T00009091	1	1	1	1	4
T00121906	1	1	0	1	3
T00028671	0	1	0	0	1
T00050330	1	1	0	1	3

Goal VI

Understanding Wellness Concepts

Criteria

Students at Arkansas Tech who complete the wellness general education requirement will:

1. Describe the current wellness/fitness status of the population.
2. Identify ways to improve wellness status.
3. Explain the benefits of a healthy lifestyle.

Health and Physical Education

Measures

After reviewing course syllabi and tests that are currently used in the Health and Physical Education (HPE) Department, as well as information from the *Healthy People 2010 Report* and other initiatives, the HPE Department faculty proposed five questions in three broad areas (current wellness/fitness status of the population, how to improve wellness status, and the benefits of a healthy lifestyle) to be used as a direct measure. The five questions are:

1. The three leading causes of death in the United States are
 - a. cancer, diabetes, and cirrhosis
 - b. hypertension, stroke, and heart disease
 - c. heart disease, stroke, and cancer
 - d. diabetes, osteoporosis, and cirrhosis
2. Approximately what percentage of Americans are not regularly physically active?
 - a. 20%
 - b. 30%
 - c. 60%
 - d. 80%
3. In designing a personal fitness program, one should consider the F.I.T.T. principle. For what does the acronym, F.I.T.T. stand?
 - a. flexibility, interest, tension, and tone

- b. frequency, intensity, time, and type
- c. fatness, isolation, thinness, and technique
- d. flexibility, intuition, tightness, and technique

4. According to the Healthy People Report, how many times per week should one engage in moderate-intensity physical activity for at least 30 minutes per day?

- a. 2 times per week
- b. 3 times per week
- c. 5 times per week
- d. daily, 7 times per week

Wellness

5. Which of the following is/are true regarding participating in regular physical activity?

- a. Physical activity helps protect against the development of chronic diseases.
- b. Physically active people, in general, outlive those who lead sedentary lifestyles.
- c. Participation in physical activities enhances self-concept and overall wellness.
- d. Participation in physical activities enhances creativity and intellectual functioning.
- e. All of the above.

Wellness

Administration

These questions were administered in the final exams of activity courses in the HPE Department. Data is collected in binary form and linked to each student's T-number. Activity courses in the HPE Department that have provided information include:

Activity Courses in PE, RP and WS:

- | | |
|--------------------------------------|--|
| PE 1051 – Volleyball | PE 1991 – Racquetball |
| PE 1101 – Folk/Square Dance | PE 2301 – Beginning Golf |
| PE 1121 – Social Dance | PE 2861 – Rhythmic Aerobic Activities |
| PE 1301 – Beginning Ballet I | PE 2941 – Scuba Diving I |
| PE 1311 – Beginning Ballet II | PE 2951 – Scuba Diving II |
| PE 1321 – Intermediate Ballet I | WS 1002 – Physical Wellness/Fitness |
| PE 1331 – Intermediate Ballet II | WS 1031 – Food, Exercise, Body Composition |
| PE 1341 – Intermediate Ballet III | WS 1061 – Muscle Fitness for Women |
| PE 1351 – Intermediate Ballet IV | WS 1081 – Muscle Fitness for Men |
| PE 1361 – Advanced Ballet I | WS 1091 – Fitness Walking/Jogging |
| PE 1371 – Advanced Ballet II | |
| PE 1401 – Archery/Recreational Games | |
| PE 1411 – Badminton | |
| PE 1431 – Bowling | |
| PE 1481 – Tennis | |
| PE 1851 – Tennis/Basketball | |
| PE 1901 – Beginning Swimming | |
| PE 1911 – Intermediate Swimming | |

Agenda
General Education Committee
Arkansas Tech University
April 1, 2010
1:00 pm, McEver 28

Call to Order

Approval of the Minutes

Old Business

Review DIT2 for use with "Ethical Perspectives" goal

New Business

Report from Carey Roberts and Wyatt Watson about Argos reporting of
assessment data

Next meeting of General Education Committee

Friday, April 16, 2010 2:00 pm McEver 1

Adjournment

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Friday, November 19, 2009, at 8:00 a.m. in the McEver Conference Room. The following were present:

Dr. Jackie Bowman	Dr. Robin Lasey
Dr. Alejandra Carballo	Mr. Dustin Parsons
Dr. Peter Dykema	Ms. Karen Riddell
Dr. Annette Holeyfield	Dr. Kim Troboy

Absent:

Dr. Ruth Enoch	Mr. Ray Moll
Dr. Pat McCreary	Ms. Annette Stuckey

Call to Order: Dr. Lasey called the meeting to order and asked for approval of the October 30th minutes. Dr. Holeyfield asked that the sentence “Dr. Holeyfield said that there were about 30 Wellness courses being assessed at this time” be amended to say “Dr. Holeyfield said that there were about 30 activity courses from which assessment data may be selected. Indirect assessment data is being drawn from the ACHA – NCHA annual surveys and TechFit attendance”. Dr. Carballo asked for an addition to the sentence “There was also a concern about the lack of diversity (missing Latino cultures) in the Honors World Literature course”. She asked that Asian cultures be included in that statement. Motion by Dr. Bowman, seconded by Mr. Parsons, to approve the minutes as amended. Motion carried.

New Business: Dr. Lasey distributed to the committee some examples of Arts and Humanities general education goals assessments from two other universities to use as examples.

Dr. Dykema commented that he would like to discuss changing the goal of “Develop Knowledge of Arts and Humanities” to include the word “Appreciate” and asked if that would be appropriate for the General Education Committee to propose. The committee agreed that it would be appropriate to suggest this to the Curriculum Committee and that “appreciation” could at least be added as a sub-goal or as one of the criteria for this goal. The committee then discussed assessing appreciation of the Arts and Humanities. The committee felt that to assess appreciation, there could be more data gathered from on and off-campus engagement activities such as recitals and programs. There was some concern from the committee that on campus activities might not give an

accurate assessment of appreciation because of requirement or extra credit given in classes for attendance at these events. It was suggested that the NSSE (National Survey of Student Engagement) could help with getting accurate data for this.

The committee discussed further how to assess the College of Arts and Humanities goal and decided to ask to meet with the department heads and see if they could have their faculty develop some questions to use as assessment. Dr. Lasey and Dr. Dykema (as representative from Arts and Humanities) will ask to meet with the department heads before the end of the semester and hopefully have the questions ready by the beginning of the Spring semester.

The question was asked if the General Education Committee could make suggestions for curriculum and Dr. Lasey said that they could write a report to the Faculty Senate and Dr. Watson with suggestions.

Mr. Parsons asked the committee how faculty were chosen to teach the general education courses. The committee told him that it varies by departments. Mr. Parsons made the comment that there might need to be some kind of minimum requirements in what is being taught in general education classes, because different faculty were teaching different levels of the courses and that students were finding out the “easy” teachers in order to get by with as little as possible. Dr. Troboy mentioned that the Math department was now giving common finals to make sure that everyone is learning the required information. Dr. Dykema thought that this would not work for all departments and the committee would meet with resistance if they tried to push for common finals or common syllabi.

The committee discussed that they need to be working closely with the various departments that have general education courses.

Next Meeting

Dr. Lasey announced the next meeting is scheduled for Tuesday, December 8th, at 9:00 am in the McEver conference room.

Adjournment

The meeting adjourned at 9:05 a.m.

DIT Instruments, Services, and Materials

The DIT

A common assumption in the field of morality, and one with which we disagree, is that reliable information about the inner processes that underlie moral behavior is obtained only by interviewing subjects. Contrary to assuming that interviewing presents a clear window into the moral mind, researchers in cognitive science and social cognition contend that self-reported explanations of one's own cognitive process have severe limitations. There is now a greater appreciation for the importance of implicit processes and tacit knowledge on human decision making, outside the awareness of the cognizer and beyond the subject's ability to verbally articulate them. The DIT takes a different approach to information collection.

The DIT is a device for activating moral schemas (to the extent that a person has developed them) and for assessing them in terms of importance judgments. The DIT has dilemmas and standard items; the subject's task is to rate and rank the items in terms of their moral importance. As the subject encounters an item that both makes sense and also taps into the subject's preferred schema, that item is rated and ranked as highly important. Alternatively, when the subject encounters an item that either doesn't make sense or seems simplistic and unconvincing, the item receives a low rating and is passed over for the next item. The items of the DIT balance "bottom up" processing (stating just enough of a line of argument to activate a schema) with "top down" processing (not a full line of argument so that the subject has to "fill in" the meaning from schema already in the subject's head). In the DIT we are interested in knowing which schemas the subject brings to the task (are already in the subject's head). Presumably those are the schemas that structure and guide the subject's thinking in decision-making beyond the test situation.

Validity for the DIT has been assessed in terms of seven criteria cite over 400 published articles (Rest, Narvaez, Bebeau & Thoma, 1999):

(1) Differentiation of various age/education groups -- studies of large composite samples (thousands of subjects) show that 30% to 50% of the variance of DIT scores is attributable to level of education in samples ranging from junior-high education to Ph.D.s.

(2) Longitudinal gains -- a 10-year longitudinal study show significant gains of men and women, of college-attenders and non-college subjects, from diverse walks of life. A review of a dozen studies of Freshman to Senior college students ($n=755$) shows Effect Sizes of .80 ("large" gains). DIT gains are one of the most dramatic longitudinal gains in college of any variable.

(3) DIT scores are significantly related to cognitive capacity measures of Moral Comprehension ($r = .60s$), to recall and reconstruction of Postconventional moral arguments, to Kohlberg's measure, and (to a lesser degree) to other cognitive developmental measures.

(4) DIT scores are sensitive to moral education interventions--one review of over 50 intervention studies reports an Effect Size for dilemma discussion interventions to be .40 ("moderate" gains) while the Effect Size for comparison groups was only .09 ("small" gains).

(5) DIT scores are significantly linked to many "prosocial" behaviors and to desired professional decision making--one review reports that 37 out of 47 measures were statistically significant (see also Rest & Narvaez, 1994, for recent discussions of professional decision-making).

(6) DIT scores are significantly linked to political attitudes and political choices--in a review of several dozen correlates with political attitude, DIT scores typically correlate in the range, $r = .40$ to $.65$. When combined in multiple regression with measures of cultural ideology, the combination predicts up to 2/3s of the variance of controversial public policy issues (such as abortion, religion in the public school, women's roles, rights of the accused, rights of homosexuals, free speech issues). Such issues are among the most hotly debated issues of our time, and DIT scores are a major predictor to views on these issues.

(7) Reliability--Cronbach alpha is in the upper .70s / low .80s. Test-retest is about the same.

Further, DIT scores show **discriminant validity** from verbal ability/general intelligence and from Conservative/Liberal Political attitudes--that is, the information in a DIT score predicts to the seven validity criteria above and beyond that accounted for by verbal ability/general intelligence or political attitude (Thoma, Narvaez, Rest & Derryberry, this issue). Moreover, the DIT is **equally valid for males and females** (Rest, Narvaez, Bebeau & Thoma, 1999).

DIT Dilemmas. The complete **DIT-1** consists of **six** dilemmas. The six dilemmas of DIT-1 are as follows: (a) Should Heinz steal a drug from an inventor in town to save his wife who is dying and needs the drug? (b) Should a man who escaped from prison but has since been leading an exemplary life be reported to authorities? (c) Should a student newspaper be stopped by a Principal of a high school when the newspaper stirs controversy in the community? (d) Should a doctor give an overdose of pain-killer to a suffering patient? (e) Should a minority member be hired for a job when the community is biased? (f) Should students take over an administration building in protest of the Vietnam war? The short form of DIT-1 is simply the first three stories.

The complete **DIT-2** consists of **five** dilemmas (each followed by 12 issue-statements); The five dilemmas of DIT-2 are: (a) a father contemplates stealing food for his starving family from the warehouse of a rich man hoarding food; (b) a newspaper reporter must decide whether to report a damaging story about a political candidate; (c) a school board chair must decide whether to hold a contentious and dangerous open meeting; (d) a doctor must decide whether to give an overdose of pain-killer to a suffering but frail patient; (e) college

students demonstrate against U.S. foreign policy.

The Center's Scoring Service supplies Instruction Booklets, Answer Sheets, and Guides for DIT-2 or DIT-1. Answer sheets are then sent back to us for scoring. In turn, we supply a paper copy REPORT, and a floppy disk with subject scores. DIT-2, DIT-1 Complete Form, and DIT-1 Short Form are all the same price.

Free Rescoring Old Data by the Center

If you wish to have N2 scores for "old" data (i.e. data already scored by the Center analyzed with the P score and the other usual scores), the Center will rescore your data for N2 free of charge if you used the Scoring Service previously.

Return the diskette(s) along with a self-addressed label or envelope (at least 9 by 12"), and we will re-run your previous data, providing a hard copy on paper and the new files on the diskette. Send in as many diskettes as you want analyzed and the new files will be put on each diskette.

We can provide this scoring service free only if raw data is provided in the format that our computers recognize. It would be helpful to us if you also describe the sample that the data is from (in terms of age/education, sex, region of country, and approximate date of data collection). We would be very interested in hearing about your experience with the new index: whether or not it produced better trends than the previous index.

0

Section 1

The following items are to be read and answered in order. Each item consists of a short story or a situation, followed by a question. You are to choose the best answer from the four choices given. There is only one correct answer for each item. The questions are based on the information given in the story or situation. You should not use your own ideas or assumptions to answer the questions. The questions are based on the information given in the story or situation. You should not use your own ideas or assumptions to answer the questions.

SUBJ_CODE	CRSE_NUMB	Q1_TEXT	Q2_TEXT	Q3_TEXT	Q4_TEXT	Q5_TEXT
BIOL	1014	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
BIOL	1114	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
CHEM	1114	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
CHEM	2124	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
GEOL	1004	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
GEOL	1014	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
HIST	2003	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
HIST	2013	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
MATH	1003	Decision Making	Using Formulas	Graphical Interpretation	Graphical Interpretation	Creating Mathematical Models
MATH	1113	Decision Making	Using Formulas	Graphical Interpretation	Graphical Interpretation	Creating Mathematical Models
PHSC	1013	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
PHSC	1053	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
POLS	2003	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
WS	1002	Epidemiology	Understand the Current Wellness/Fitness State	Design a Personal Fitness Program	Improve Personal Wellness Status	Understand Benefits of a Healthy Lifestyle

QUESTION TEXT	ARTS_HUMANITIES	COMM_EFF	THINK_CRIT	ETHICAL	SCI_REASON	QUANTITATIVE_REASON	WELLNESS
Decision Making <i>Quantitative Analysis</i>			Y		Y		
Scientific Method - <i>Goal Question 1, 2, 5</i>			Y		Y		
Identify an Underlying Argument		Y	Y				
Epidemiology					Y ?		Y
Using Formulas			Y		Y	Y	
Make Reasonable Inferences from an Argument		(Y)	Y				
Understand the Current Wellness/Fitness State	(Y) ?						Y
Graphical Interpretation			Y		Y	Y	
Drawing Conclusions		Y	Y		?		
Assess the Quality of Evidence			Y	Y	Y		
Design a Personal Fitness Program					(Y) ?		Y
Power of Scientific Process 4					Y		
Identify the Thesis and Conclusions in an Argument		Y	Y				
Improve Personal Wellness Status			(Y) ?				Y
Creating Mathematical Models		Y	Y			Y	
Understand Benefits of a Healthy Lifestyle				(Y)			Y
Not Applicable							

37 lower division
hours at ATU

threshold
(60%) ?

SUBJ_CODE	CRSE_NUMB	Q1_TEXT	Q2_TEXT	Q3_TEXT	Q4_TEXT	Q5_TEXT
BIOL	1014	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
BIOL	1114	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
CHEM	1114	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
CHEM	2124	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
GEOL	1004	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
GEOL	1014	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
HIST	2003	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
HIST	2013	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
MATH	1003	Decision Making	Using Formulas	Graphical Interpretation	Graphical Interpretation	Creating Mathematical Models
MATH	1113	Decision Making	Using Formulas	Graphical Interpretation	Graphical Interpretation	Creating Mathematical Models
PHSC	1013	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
PHSC	1053	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
POLS	2003	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
WS	1002	Epidemiology	Understand the Current Wellness/Fitness State	Design a Personal Fitness Program	Improve Personal Wellness Status	Understand Benefits of a Healthy Lifestyle

Gen Ed Goals

QUESTION_TEXT	ARTS_HUMANITIES	COMM_EFF	THINK_CRIT	ETHICAL	SCI_REASON	QUANTITATIVE_REASON	WELLNESS
Decision Making			Y		Y		
Scientific Method			Y		Y		
Identify an Underlying Argument		Y	Y				
Epidemiology					Y		Y
Using Formulas			Y		Y	Y	
Make Reasonable Inferences from an Argument		Y	Y				
Understand the Current Wellness/Fitness State	Y						Y
Graphical Interpretation			Y		Y	Y	
Drawing Conclusions		Y	Y				
Assess the Quality of Evidence			Y	Y	Y		
Design a Personal Fitness Program					Y		Y
Power of Scientific Process					Y		
Identify the Thesis and Conclusions in an Argument		Y	Y				
Improve Personal Wellness Status			Y				Y
Creating Mathematical Models		Y	Y			Y	
Understand Benefits of a Healthy Lifestyle				Y			Y
Not Applicable							

A Suggestion for the Assessing and Evaluating of whether or not Our Students Meet the General Education Goals

General Education Goals →	General Education Core Classes Where These Knowledge and Skills Are Developed →	General Education Assessments that Measure the Attainment of These Goals →	At this point and after these common assessments that everyone takes in the General Education Core, we can say that all our students are " Proficient " (or some other descriptive term) as it relates to our General Education Goals. They have reached an " Acceptable " level at this point concerning General Education Goals after completing the General Education Core and by completing these assessments.	Value-added in the Major Specialization (e.g., accounting, history, physical education, science, English, art, etc.) →	Ways in which General Education Goals are further Developed as Necessitated by Major Field. →	At graduation, we can say that certain majors have emphasized and have added value to their meeting of the General Education Goals based on their " specialized " training in their respective field. It would be easy to argue this based upon the major field needs as expressed by professional groups. Therefore, some students are now " Advanced " (or some other term) in their attainment of our General Education Goals based upon the requirements in their respective fields. Some have reached an " Exceptional " level at this point concerning certain General Education Goals.
1. <i>Apply Scientific and Quantitative Reasoning</i>	For example BIOL 1014, BIOL 1114, CHEM 1114, CHEM 2124, GEOL 1004, GEOL 1014, PHSC 1013, PHSC 1053; all emphasize this general education goal.	In these general education classes, all students complete a scenario where they must analyze a particular study following the scientific method.		Look at which of these "General Education Goals" that each of our respective Accrediting Agencies, Professional Groups, etc. value as far as different major fields are concerned.	For example, Science and Math Accreditation agencies in particular emphasize this, and we should be able to easily demonstrate this "value added" emphasis in these fields.	
2. <i>Communicate Effectively</i>	For example, in the English Comp. classes, students are taught how to communicate effectively in writing.	Students are assigned an essay in which they are graded upon grammar usage and mechanics, style, and organization and development.			I would suspect that most specialized fields would emphasize this in some unique fashion (e.g., written, verbal, visual, etc.).	
3. <i>Demonstrate Ethical Perspectives</i>						
4. <i>Develop Knowledge of the Arts and Humanities</i>						
5. <i>Think Critically</i>						
6. <i>Understand Wellness Concepts</i>						

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Thursday, April 1, 2010 at 1:00 pm in McEver 28. The following were present:

Dr. Jackie Bowman	Mr. Ray Moll
Dr. Alejandra Carballo	Ms. Karen Riddell
Dr. Ruth Enoch	Dr. Kim Troboy
Dr. Robin Lasey	

Absent:

Dr. Peter Dykema	Mr. Dustin Parsons
Dr. Annette Holeyfield	Ms. Annette Stuckey
Dr. Pat McCreary	

Guests: Dr. Charlie Gagen, Ms. Danielle Jolie, Dr. Tom Limperis, Dr. Carey Roberts, Dr. Jeff Robertson and Mr. Wyatt Watson

Call to Order: Dr. Lasey called the meeting to order and turned it over to Dr. Carey Roberts and Mr. Wyatt Watson to demonstrate the General Education Assessment Report that Mr. Watson has developed in the ARGOS system.

Report Dr. Roberts told the committee and guests a little about the history of assessment at Arkansas Tech and the need for a change in the procedures. Tech formerly used the CAAP exam to assess students, but because students did not take this test seriously, the results were not a trusted means of assessment. He then turned it over to Mr. Watson to demonstrate how TracDat could help with developing a better form of assessment.

Mr. Watson distributed two handouts to the group: one with the General Education Goals and the questions being asked to assess the goals; and the other with the classes being used to assess the General Education Goals and the questions. Mr. Watson requested that the General Education Committee review the questions on these "crosswalks" and decide if they were acceptable for the report. He also asked the committee to decide on the threshold for the percent that would be considered a "success" for Tech, additional courses to assess and any other suggestions they might have.

Mr. Watson demonstrated the report and explained that the data could be entered for each student when grades were posted in Banner. There was concern from the group that this would entail a lot of time to input this data. Mr. Watson told the group that he had set this up so that the data could be input at any time; the report would not shut down when the grade reporting time did and that it did not have to be the actual instructor or department head that did the data entry. This could be done by assistants or really anyone that they were comfortable with doing the entry.

Mr. Watson reported to the group that at this time, there had not been enough data gathered to give an accurate report, but that once there was enough data that this could be a very effective assessment tool. Dr. Roberts added that once we have this implemented, we would be the only ones in the country to have such a tool and that Arkansas Tech could really become a leader in Assessment.

Dr. Gagen asked if there was a way to import data into the ARGOS report from such programs as Excel, since they already have a lot of this data stored that way. He also asked if there was a way to set a default "pass" button that would mark everyone in a specific course to pass. Mr. Watson said that he would investigate both of these options to see if they were possible.

Mr. Watson reported to the group that he was in the process of inputting PRAXIS exam scores into the Banner system and should have this completed in the next month or two. These scores could be used in program assessments. He also suggested to the group that they input any MFAT or major field exams that they used to assess their students, including any subscores associated with these tests. He told the group that they could send these scores to the registrar's office for help with inputting the data. Dr. Roberts told the group that if they had concerns about the costs of requesting subscores, to contact him or Dr. David Underwood for assistance through Assessment Committee funds.

Dr. Roberts cautioned the group to be careful with using Blackboard for exams in the courses used to assess General Education Goals because of "pooled" exams. Non-pooled exams would work with the report, but not pooled.

Next Meeting

Dr. Lasey announced the next meeting is scheduled for Wednesday, April 16 at 2:00 pm.

Adjournment

The meeting adjourned at 2:00 pm.

Agenda
General Education Committee
Arkansas Tech University
Nov. 19, 2009
8:00 am, McEver 1

Call to Order

Approval of the Minutes

Old Business

New Business

Review assessment for "Arts and Humanities" goal

Next meeting of General Education Committee

Tuesday, December 8, 2009, 9:00 am McEver 1

Adjournment

General Education Art Assessment Report Art: The Aesthetic Experience Assessment

A report on the assessment of student learning outcomes in the General Education category: Arts: The Aesthetic Experience

Joe Anderson, Bill Cerbin, Cam Choy, Kathy DuBois, Joyce Grill

1997

As part of assessment of student learning outcomes in General Education, four arts instructors, Joe Anderson, Cambid Choy, Kathy DuBois, and Joyce Grill, assessed student learning outcomes in arts appreciation courses. The assessment took place in sections of Art Appreciation (ART 102), Dance Appreciation (ESS 104), Music Appreciation (MUS 105), and Theatre Appreciation (THA 110) during spring 1997.

The purpose of the assessment was to determine the extent to which students achieve the intended learning outcomes of the general education category, "Arts: The Aesthetic Experience," which are to:

1. comprehend and articulate how one or more of the arts, historically and presently, is a primary source of human enrichment, understanding and pleasure.
2. be able to discuss artistic presentations, using the language, historical context and aesthetic inherent in the particular art form.
3. become a lifelong consumer, advocate and/or practitioner of one or more of the arts.

The group developed a test to assess outcomes 1 and 2, but omitted outcome 3 since lifelong involvement in the arts cannot be assessed during the undergraduate years.

The Arts Appreciation Test. The test consisted of two essay questions. Question 1, designed to measure outcome #1, asked students to explain the place of the arts in society. It presented students with a fictitious newspaper article about a proposal to eliminate all federal funding for the arts (See Appendix A). Students were asked to compose a letter to their senators opposing the legislation and to base their positions on the value of arts in society, giving reasons why the arts are important and why a society should support them.

Question 2, designed to measure outcome #2, asked students to respond to a work of art. (See Appendix B). The questions were different for each art area:

1. Music. Students listened to Symphony Number 40 by Mozart and were asked to discuss instrumentation, tempo, melody, rhythm and form.
2. Art. Students viewed a slide of Picasso's "Guernica" and were asked to "Explain how Picasso uses formal elements of design, style, content, and subject matter to create this image of pain and destruction."
3. Dance. Students viewed a videotape of a dance performance, "Last Look," by Paul Taylor and were asked to:
 - a. Identify the form and historical period of the dance.
 - b. Describe ideas and feelings evoked by the dance.
 - c. Discuss how movement in the dance is used to express those ideas and feelings.
4. Theatre. Students watched a play and were asked to:
 - a. Discuss the development and believability of the characters
 - b. Discuss how the costumes, scenery, lighting and makeup support or doesn't support the overall

look and believability of the play.

Test administration and scoring. Instructors tested students in their classes in January, 1997 and again in May, 1997 as part of regular class assignments. The pre- and post-test versions were identical for art, music, and dance; however theatre arts used a videotaped performance of a play, "Night Mother," for the pre-test and the post-test was based on attending a live theatre performance of "Electra." All students in the courses took the test, however a stratified sample of 87 students (50 males and 37 females) was selected for the assessment.

Instructors used the same scoring rubric for Question 1 (See Table 1).

Criteria for Evaluating the answer	Well Developed Response	Marginal Response	Weak Response
Identifies reason why art is of value in society	Identifies more than one appropriate reason why art is of value to/in society	Identifies only one appropriate reason why art is of value in/to society; may also identify additional irrelevant or unacceptable reason(s).	Identifies no acceptable reasons or answer is irrelevant, inappropriate, incomprehensible, incomplete.
Cites example to illustrate reason.	Cites appropriate example(s) connected to the reason(s)	Gives an example but does not indicate the general principle the example is intended to illustrate.	Gives no relevant examples.
Overall quality of answer.	Answer focuses on appropriate reasons	Answer contains some relevant and appropriate material, but is also general, vague, or contains irrelevant material as well	Answer is irrelevant, tangled, incoherent, incomplete.

Table 1: Rubric for Scoring the "Value of Art" question

Each instructor developed a rubric for Question 2 (See Appendix B). Each answer was evaluated on the basis of several criteria, and categorized as well-developed, marginal, or underdeveloped.

Results. Table 2 contains the distribution of scores for Question 1.

	Pre-test Well Developed	Post-test Well Developed	Pre-test Marginal	Post-test Marginal	Pre-test Weak	Post-test Weak
Art	1	18	11	0	6	0
Dance	4	13	19	13	11	8
Music	2	1	7	2	6	12
Theatre	1	5	10	10	9	5
TOTALS	8	37	47	25	32	25

Table 2: Distribution of scores for Question 1

Table 3 reports changes in the quality of answers for Question 1, indicating the percentage of students whose answers improved, stayed the same and decreased in quality on the post-test.

	Improved	Same	Worse
Art	94%	--	6%
Dance	53%	32%	15%
Music	--	40%	60%
Theatre	45%	50%	5%
Total	51%	31%	18%

Table 3: Change in Quality of Answers for Question 1

By the end of the semester, 71% of the students produced at least a marginal response to the question. In effect, students could articulate a reason why art is of value to a society--but most students did not provide a very compelling argument. About half the students in the sample improved their answers, about 18% wrote poorer answers on the post-test than the pre-test, and the quality of answers did not change appreciably for 31% of the sample.

Table 4 reports the distribution of results for Question 2, and Table 5 contains the pattern of changes in the quality of answers for Question 2.

	Pre-test Well Developed	Post-test Well Developed	Pre-test Marginal	Post-test Marginal	Pre-test Weak	Post-test Weak
Art	7	16	5	0	5	2
Dance	2	17	10	11	22	6
Music	2	6	7	6	6	3
Theatre	1	5	7	9	12	6

Table 4: Distribution of Scores for Question 2

Tables 4 and 5 indicate that a majority of students improved their ability to discuss a work of art--painting, musical composition, dance or theatre performance. Although nearly 20% still produced poor responses on the post-test, 61% of the students improved their answers.

	Improved	Same	Worse
Art	56%	39%	5%
Dance	76%	18%	6%
Music	40%	60%	--
Theatre	55%	45%	--
Total	61%	45%	4%

Table 5: Change in Quality of Answers for Question 2

The results indicate that most students are better able to discuss the role and value of art in society and explain a work of art after completing an appreciation course. About 43% of the students produced well-developed answers to explain the value of art, and 51% produced well-developed answers in explaining a specific work of art.

Discussion. These findings show improvement in student learning as a result of taking art appreciation courses. Overall, students produced better answers for both questions at the end of the course. A large number of students still produced weak or marginal answers. These cannot be explained entirely by lack of student motivation, since the test was an assigned part of the courses.

As anticipated, students were better able to analyze a work of art than to formulate an argument about the value of the arts in society. This difference probably is due to the fact that appreciation courses focus directly on learning to understand and analyze art. The question about the value of arts in society may not be addressed in the courses. However, it still seems to be a fair "general education" question because it invites students to use what they have learned in a class and apply it to a new circumstance. Nonetheless, answers to the "value of art" question tended to be based on personal experience (e.g., art is a form of relaxation, stress reduction, enjoyment) rather than on a consideration of the role of art in a

society.

The test reveals broad patterns of students' responses. Specific explanations for students' difficulties should come from classroom-level assessment in which instructors investigate the reasons behind students' lack of learning. Assessment will have little effect on students' learning unless the arts instructors examine the results--and collectively discuss what they are trying to accomplish in the appreciation courses. We can imagine important questions that need to be addressed such as, "Are we satisfied with students' abilities to articulate the role and value of the arts in society?" "Are we satisfied with students' abilities to interpret and discuss works of art?" "Do the learning outcomes for the arts category accurately reflect what instructors are really trying to teach?" "Many students take two appreciation courses--what common knowledge and skills should they acquire?" These questions can only be answered by the instructors, who as a group, are trying to advance students' understanding and appreciation of the arts.

Appendix A

The following question was used to assess outcome #1. Students should be able to comprehend and articulate how one or more of the arts, historically and presently, is a primary source of human enrichment, understanding and pleasure.

Read the following newspaper and answer the question below.

"Mundane Attacks Art As Unnecessary Luxury"

In a scathing attack on the National Endowment for the Humanities, Congressman Oral Mundane from Wyoming urged the House to eliminate all federal monies to support the Arts and Humanities in the United States. In a speech to the National Association of Businessmen, Mundane called the Endowment, "A waste of taxpayer's hard earned money," and went on to say that, "Most Americans do not want to support the Arts especially in times of economic difficulty."

Mundane, who is sponsoring legislation that will eliminate all federal funding for the Arts and Humanities related projects, said this would not hurt the arts since the entertainment industry already has billions of dollars, and at the same time would save the government an estimated \$30 million dollars a year. Mundane riled some supporters of the Endowment when he claimed that, "The Endowment for the Arts is just another form of welfare. Anyone who can't make it as an artist should realize there is no market for their product, and should change vocations."

Congressman Mundane charged that the Endowment also supports projects of questionable social value such as the controversial, "Putting In Time" exhibit, by photographer Sharon Armoni which depicts nude people in ordinary situations such as grocery shopping or car pooling to work. Mundane called such work obscene and unfit to be underwritten by the American people.

When challenged by a member of the audience who cited examples of traditional ways the Endowment supports the Arts such as with grants to theaters and arts groups in small communities across the country, Mundane replied, "Look, I talk to a lot of people who tell me the Arts are just unnecessary luxuries. And I agree. We don't need luxuries of this kind--we need a stronger economy. The way to do that is to balance the budget by getting rid of wasteful spending. If you want to improve the quality of life in America do it with more tax breaks not with poetry."

Question. Mundane's argument questions the value of the arts in society. Essentially, he says the arts are of no value and therefore do not deserve to be funded. You decide to write a letter to your Senators

urging them to oppose Mundane's legislation. Rather than argue about economics base your position on the value of the arts in society. What are the best reasons why the arts are important, and why as a society we should support them? Try to give specific examples to support your reasons.

Appendix B
ART

"Guernica" (11'5" x 25'5"), painted by Pablo Picasso in 1937, is a response to a German dive bombing raid of the Basque town of Guernica. Explain how Picasso uses formal elements of design, style, content, and subject matter to create this image of pain and destruction.

The evaluation rubric for the question is below.

Criteria	Well-developed Response	Marginal Response	Underdeveloped Response
Criterion #1 Development of Composition Form or Physical Elements	Response is very defined and relates to physical aspects of the art work	Response relates to some of the physical aspects of the art work	Response is unacceptable in relationship to physical elements.
Criterion #2 Development of Composition Content	Response is very defined in relation to underlying structure of the art form.	Response related to some structural concepts and personal directions	Response is unacceptable in understanding of inner qualities of the art work.
Criterion #3 Development of Composition Subject Matter	Response is very defined in concept of art subject and personal aesthetic	Response relates to a partial understanding of the subject defined in the art work.	No response relating to the subject.

Appendix B
DANCE

This activity engages you in thinking about a specific work of art. You will watch a dance, "A Last Look", by Paul Taylor. After watching the dance answer the following:

- a. Identify the form and historical period of the dance.
- b. Describe any ideas and feelings evoked by the dance.
- c. Discuss how movement in this dance is used to express those ideas and feelings.

The evaluation rubric for the question is below.

Criteria	Well-developed Response	Marginal Response	Underdeveloped Response
Criterion #1 Identifies form of dance and historical period	Correctly identifies dance as contemporary Modern Dance	Identifies one, but not the other.	Cannot identify either form or period
Criterion #2 Describes ideas, feelings evoked by the dance.	Identifies theme and accurately describes feelings, ideas about that theme.	Identifies theme, but does not elaborate on ideas and feelings concerning the theme	Describes only whether s/he likes or dislikes the dance
Criterion #3 Discuss how movement expresses meaning	Directly relates the dynamics of the movement to the ideas, feelings evoked	Recognizes the intent of the movement, but does not relate how movement expresses ideas, feelings	Looks at movement strictly as pantomime

Appendix B
MUSIC

This activity engages you in thinking about a specific piece of music. You will listen to the first movement of Symphony No. 40 by Mozart. Please discuss what you hear, discuss instrumentation, tempo, melody, and rhythm and form.

The evaluation rubric for the question is below.

Criteria	Well-developed Response	Marginal Response	Underdeveloped Response
Criterion #1 Instrumentation	Knows it is an orchestra 4 sections of instrument of a certain time period	Does recognize some instruments might sense size.	Doesn't realize it is a cohesive group.
Criterion #2 Tempo	Can use a musical term to describe the speed	Can judge degree of fast or slow.	Does not sense the speed
Criterion #3 Melody vs. Polyphony	Recognizes one melody with harmony vs. many melodies, direction melody moves.	Does not sense direction of melody or instruments playing it.	Does not group melody vs. harmony.
Criterion #4 Rhythm and Form	The rhythm maintains a steady pulse, is broken into phrases making themes	Does not realize the form.	Has no sense of rhythm and form

Appendix B THEATRE

This activity engages you in thinking about a specific work of art. You will attend the play, "Electra." After watching the play answer the following:

- a. Discuss the development and believability of characters in the play.
- b. Discuss how the costumes, scenery, lighting and makeup supports or doesn't support the overall look and believability of the production.
- c. What is the relationship of theatre to society? How does theatre affect society and society affect theatre?
- d. What questions should we be asking ourselves as audience members? How do the demographics of an audience (e.g., gender, age, ethnic background, etc.) affect the perception of a production? How does an audience response affect the production itself?

The evaluation rubric for the question is below.

Criteria	Well-developed Response	Marginal Response	Underdeveloped Response
Criterion #1 Character development and believability with regard to the actor, director and playwright.	Includes in response: Focus of the actors: Clear motivation for actions; Dramatic structure, easily traced; Performance structure connected with motivation, Genre, tragedy, comedy, drama, etc. Students can elaborate on these responses.	Includes the response. Two or three of the previously mentioned responses are covered and can elaborate a little on them.	Includes in the response: One or none of the previously mentioned responses and can not elaborate on them at all.
Criterion #2 Relationship of theatre to society and society to theatre. Why does it exist?	Includes in response: Viewing the theatre as something other than entertainment. Theatre as a means to an end. Theatre mirrors society and challenges the society. Mentions how theatre can relate on a personal level. Theatre can affect change in a society. Theatre can call attention to the evils or good in a society	Includes in response. Two or three of the previously mentioned responses are covered and can elaborate a little on them.	Includes in response: One or none of the previously mentioned responses and cannot articulate thoughts.
Criterion #3 Design Production Elements, Costumes, Scenery, Lighting, and Makeup	Appropriateness of all design elements. Costumes, Scenery, Lighting, Makeup. Can articulate types of research that may have been incorporated, how all design elements work together, the collaborative design process, and	Includes in response: Two or three of the previous responses, can elaborate on them and articulate thoughts clearly	Includes in response: One or none of the previous responses and cannot articulate on them at all.

	students can elaborate and articulate on each of the design areas.		
Criterion #4 Roles of the Audience	Includes in response: Psychology of an audience can change response, audience as a critic, three questions audiences should ask themselves when viewing a production, expectations of an audience, audience response can change actual performance, guidelines for being a good audience member.	Includes in response: Two or three of the previous responses, can articulate a little on them.	Includes in response: One or none of the previous responses and cannot articulate on them at all.

Arts and Humanities



Goal 1: To communicate effectively in a variety of situations.

Students will demonstrate the ability to present information orally.

- Students will present a focused point or clear purpose
- Students will develop ideas in a way that demonstrates an understanding of course content.
- Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create an effective oral presentation.

Students will demonstrate the ability to communicate effectively in writing.

- Students will present a focused point or clear purpose.
- Students will develop ideas in a way that demonstrates an understanding of course content.
- Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create an effective written presentation.

Goal 2: To understand concepts, theories, and approaches learned and examine them from diverse perspectives.

Students will be able to analyze and interpret information.

- Students will be able to apply data and information relevant to course content.
- Students will be able to apply data and information to life experiences.

Students will be able to engage in reasoned (logical, supporting) civic discourse.

- Students will be able to advocate a position and defend against alternative positions.
- Students will develop participatory skills that enable them to work with others to express ideas and perspectives.

Goal 3: Students will develop an aesthetic sensitivity.

Students will demonstrate an appreciation of artistic and creative endeavor.

- Students will be able to recognize and discuss human creativity and diverse forms of aesthetic expression.
- Students will be able to appreciate the impact and role of artistic achievement in society and one's personal life.

Students will demonstrate knowledge of artistic work in music, visual art, or theater.

- Students will be able to produce creative works that reflect a knowledge of genre and artistic concepts.
- Students will be able to evaluate and discuss the work of both well-known artists and/or classmates using the language and patterns of thought inherent in the particular art form.
- Students will be able to identify major artistic traditions in multiple art forms across culture and over time.

Students will demonstrate an understanding and appreciation of the creative process.

- Students will become familiar with the creative process by conceptualizing, creating, and presenting their own work using various media and processes.
- Students will produce creative projects of substantial complexity and quality.

Assessment Rubrics	
Fine Arts Rubric	Social and Behavioral Science Rubric
History Rubric	

Academic Year		
2008/2009	Plan	See reports for Theater, History, Music, and Art
2007/2008	Six-Year Plan	Report
2006/2007		Report

**DACC Assessment of Student Learning
Humanities and Fine Arts – Fall 2007**

Identified skills	Excellent=3	Good=2	Needs Improvement=0	Rev 1	Rev 2
Analyze and critically interpret significant primary texts and/or works of art (fine art, literature, music, theater, and film)	Identifies and interprets stylistic themes and influences.	Identifies or compares main theme(s).	Unable to identify main theme(s).		
Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, intellectual).	Integrates knowledge of historical, political, geographic, economic, social, cultural, religious, or intellectual influences.	Identifies or recognizes historical, political, geographic, economic, social, cultural, religious, or intellectual influences.	Unable to recognize historical, political, geographic, economic, social, cultural, religious, or intellectual influences.		
Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	Integrates and compares knowledge of historical periods and/or various cultural expressions.	Identifies one or more historical periods or cultural expressions.	Does not recognize historical periods or cultural perspectives.		
Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary modes of expression, and contemporary thought.	Identifies and analyzes correlation between contemporary and historical modes of expression and thinking.	Identifies similarities between historical and contemporary modes of thinking and expression.	Unable to identify similarities between historical and contemporary modes of thinking or expression.		

**Social and Behavioral Sciences Assessment Rubric
 NM General Education Common Core Competencies**

Reading Date: _____

Semester/Year: Spring 2009

Course Number: PSY201G

Identified Skills	Excellent=2	Good=1	Needs Improvement=0	Rev 1
				Rev 2
Identify, describe, and explain how human behaviors are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.	Clearly identified, described, and explained how a multitude of factors in complex and diverse communities influences human behaviors.	Adequately identified, described, and explained how a multitude of factors in complex and diverse communities influence human behaviors.	Unable to identify, describe, and explain how a multitude of factors in complex and diverse communities influences human behavior.	
Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.	Clearly explained how various factors influence beliefs, assumptions and values.	Adequately explained how various factors influence beliefs, assumptions and values.	Unable to explain how various factors influence beliefs, assumptions and values.	
Describe ongoing reciprocal interactions among self, society, and the environment.	Clearly explained and described ongoing reciprocal relationships between self and environment.	Adequately explained and described ongoing reciprocal relationships between self, society, and environment.	Unable to explain and describe ongoing reciprocal relationships between self, society, and environment.	
Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.	Clearly applied knowledge base to clearly identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.	Adequately applied knowledge base to sufficiently identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.	Unable to apply knowledge base to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.	

Rev 1 Score _____

Rev 2 Score _____

Ave. Score _____

Artifact Number _____

**NM General Education Common Core Competencies
Humanities and Fine Arts—History Rubric**

Semester: Fall Spring SI SII Year: 20		Course No.:			Student No.:	
	Strong	Effective	Developing	Ineffective	Total	
Analyze and critically interpret significant primary and secondary sources -	Thorough identification, use and analysis of a good blend of primary and scholarly quality sources, evaluating their accuracy and relevance -	Somewhat evaluates the accuracy and relevance of mostly high-quality primary and scholarly sources, but partial use and analysis -	Left out important resources or poor range of sources with limited analysis and doesn't clearly evaluate their accuracy and relevance -	Inadequate or no substantial identification, use and analysis of quality sources and does not evaluate accuracy and relevance - 0		
Compares thoughts and processes across a range of historical periods -	Thorough understanding of the period of study and its relationship to the larger scope of history to include an analysis of the actions and motives of people in the past and what they did over time -	Adequate understanding of the period of study and its relationship to the larger scope of history with some analysis of the actions and motives but relies on simple description -	Modest understanding of the period of study and its relationship to the larger scope of history, but is largely descriptive without analysis -	Very little understanding of the period of study and its relationship to the larger scope of history, offering no insight or analysis - 0		
Recognize and articulate the diversity of human experience -	Thorough understanding and analysis of how individuals and groups have experienced history differently and relates it to the larger scope of history -	Adequate understanding and analysis of how one or more groups have experienced history differently and relates it to the larger scope of history -	Modest analysis of how one or more groups have experienced history differently but fails to relate concepts clearly to the larger scope of history -	Very little understanding and analysis of how one or more groups have experienced history differently; includes major errors - 0		
Draw on historical and/or cultural perspectives to evaluate contemporary issues, expressions and thought	Clearly demonstrates connections across time periods and among major concepts -	Basically demonstrates connections across time periods and among major concepts -	Demonstrates limited connections across time periods and among major concepts -	Does not make connections across time periods nor among major concepts - 0		
Reviewer #1	Reviewer #2				Subtotal	
					Total	

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Friday, November 19, 2009, at 8:00 a.m. in the McEver Conference Room. The following were present:

Dr. Jackie Bowman	Dr. Robin Lasey
Dr. Alejandra Carballo	Mr. Dustin Parsons
Dr. Peter Dykema	Ms. Karen Riddell
Dr. Annette Holeyfield	Dr. Kim Troboy

Absent:

Dr. Ruth Enoch	Mr. Ray Moll
Dr. Pat McCreary	Ms. Annette Stuekey

Call to Order: Dr. Lasey called the meeting to order and asked for approval of the October 30th minutes. Dr. Holeyfield asked that the sentence "Dr. Holeyfield said that there were about 30 Wellness courses being assessed at this time" be amended to say "Dr. Holeyfield said that there were about 30 activity courses from which assessment data may be selected. Indirect assessment data is being drawn from the ACHA NCHA annual surveys and TechFit attendance". Dr. Carballo asked for an addition to the sentence "There was also a concern about the lack of diversity (missing Latino cultures) in the Honors World Literature course". She asked that Asian cultures be included in that statement. Motion by Dr. Bowman, seconded by Mr. Parsons, to approve the minutes as amended. Motion carried.

New Business: Dr. Lasey distributed to the committee some examples of Arts and Humanities general education goals assessments from two other universities to use as examples.

Dr. Dykema commented that he would like to discuss changing the goal of "Develop Knowledge of Arts and Humanities" to include the word "Appreciate" and asked if that would be appropriate for the General Education Committee to propose. The committee agreed that it would be appropriate to suggest this to the Curriculum Committee and that "appreciation" could at least be added as a sub-goal or as one of the criteria for this goal. The committee then discussed assessing appreciation of the Arts and Humanities. The committee felt that to assess appreciation, there could be more data gathered from on and off-campus engagement activities such as recitals and programs. There was some concern from the committee that on campus activities might not give an

accurate assessment of appreciation because of requirement or extra credit given in classes for attendance at these events. It was suggested that the NSSE (National Survey of Student Engagement) could help with getting accurate data for this.

The committee discussed further how to assess the College of Arts and Humanities goal and decided to ask to meet with the department heads and see if they could have their faculty develop some questions to use as assessment. Dr. Lasey and Dr. Dykema (as representative from Arts and Humanities) will ask to meet with the department heads before the end of the semester and hopefully have the questions ready by the beginning of the Spring semester.

The question was asked if the General Education Committee could make suggestions for curriculum and Dr. Lasey said that they could write a report to the Faculty Senate and Dr. Watson with suggestions.

Mr. Parsons asked the committee how faculty were chosen to teach the general education courses. The committee told him that it varies by departments. Mr. Parsons made the comment that there might need to be some kind of minimum requirements in what is being taught in general education classes, because different faculty were teaching different levels of the courses and that students were finding out the "easy" teachers in order to get by with as little as possible. Dr. Troboy mentioned that the Math department was now giving common finals to make sure that everyone is learning the required information. Dr. Dykema thought that this would not work for all departments and the committee would meet with resistance if they tried to push for common finals or common syllabi.

The committee discussed that they need to be working closely with the various departments that have general education courses.

Next Meeting

Dr. Lasey announced the next meeting is scheduled for Tuesday, December 8th, at 9:00 am in the McEever conference room.

Adjournment

The meeting adjourned at 9:05 a.m.

